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ABSTRACT

This document presents the Instruction and Professional Development (IPD) division activities of the Ohio Education Association. First, the purpose of the IPD division is explained. Next, the IPD is discussed in terms of the help it lends to the local associations in its role of improving instruction in the areas of professional development. This section includes: discussions of program format; a shopping list for possible IPD activities in a local association; needs assessment surveys; a workshop format; and a list of informational services available including instructions for the use of the OEA-ERIC microfiche collection. A chart summarizes the IPD programs and participants served during the 1975-76 school year. The Five Star Awards conferences and the annual meetings of OEA departments and associations coordinated and organized for 1976-77 are listed. A glossary of organizational abbreviations and acronyms is included. (MM)

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OEA Instruction and Professional Development (IPD) Division Activities

SP 010 731

distributed by:
Instruction and Professional Development Division
Ohio Education Association/National Education Association

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DISTRIBUTION: This booklet was printed by the Ohio Education Association as an informational item for local association leaders.

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THE PURPOSE FOR THE IPD-DIVISION

The Preamble to the Constitution of the Ohio Education Association states that the Association will serve as the "spokesman for education in the State of Ohio, advance the cause of education for all individuals, promote professional excellence among educators, promote recognition of the basic importance of the professional educator in the learning process, protect the rights of educators and advance their interests and welfare, secure professional autonomy, unite educators for effective citizenship, promote and protect human and civil rights."

The IPD-Division will help implement these thrusts by working with OEA members through the field and UniServ staff, with the members in statewide Departments and Associate Organizations, and with the following Commissions:

- COMMISSION ON HUMAN RELATIONS: Develops programs to promote a growing understanding of human behavior. Develops programs to improve interpersonal relations which affect the learning of children and seeks to improve attitudes and tolerance of differences. The Commission is also concerned with the rights of women and minorities in education.

- COMMISSION ON INSTRUCTION AND PROFESSIONAL DEVELOPMENT: Sponsors conferences and seminars on instructional problems and conducts special projects and studies in the educational program area.

- COMMISSION ON ORGANIZATIONAL DEVELOPMENT: Plans and implements programs to train local leaders in organizational activities designated by the Executive Committee.

- COMMISSION ON PROFESSIONAL RIGHTS AND RESPONSIBILITIES: Promotes high standards of professional and ethical practices through implementation of the Code of Ethics of the Education Profession. Defends educators, schools, and education against unjust attacks; conducts investigative studies of controversies involving educators, methods, and procedures in public schools; issues reports of Commission activities, and provides for other functions as may be provided in the Constitution. The Commission develops a cadre of members utilized by the Commission in conducting its investigations.

- COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS: Shall promote improved standards in teacher education. It develops a cadre of members to assist in evaluations, studies, investigations, and improvement of teacher education programs and standards.

- THE SPECIAL SERVICES COMMISSION: Monitors and evaluates economic programs sponsored and endorsed by the OEA. It makes studies and recommendations for sponsorship or endorsement of future economic programs, and serves as an advisory body to the Circle Services Corporation.

OEA INSTRUCTION AND PROFESSIONAL DEVELOPMENT (IPD) GOALS

- Establish and maintain teacher control over decision making procedures in licensing, staff development activities, curriculum development, and other areas of professional concern.

- Secure adequate local, state, and national funding for instruction and professional development programs.

- Develop and maintain a system through which teacher needs related to instruction and professional development are continually identified.

- Seek local, state, and national policies, programs, and practices which will meet teacher identified needs in professional development and establish professional status for teachers.

THESE GOALS ARE IMPORTANT TO TEACHERS BECAUSE

- Effective instruction and professional development programs mean better education for children and young people.

- A high level of teaching competence builds public confidence, respect, and support for the profession. This improves the ability of teachers to secure needed advances in the conditions of professional employment.

- Good instruction and professional development programs are a positive means for assisting teachers in meeting the needs of students.

HOW DOES THE IPD DIVISION HELP THE LOCAL ASSOCIATION IN ITS ROLE OF IMPROVING INSTRUCTION?

The OEA Instruction and Professional Development Division's goals are to create an instructional committee in every Local Education Association and to establish effective instructional programs in each local school district.

It is the specific intent of this structure to deal with a power (real decision making) transfer from the agents farthest from the students to the agents closest to the student - teachers. This power transfer does not in any way jeopardize the legal responsibility of school boards, but rather it expedites this responsibility by a more direct communication of students' needs via the agents closest to them. The purpose of the Instruction and Professional Development structure is to proceed realistically with the question of teacher involvement.

PROFESSIONAL DEVELOPMENT

The definition of *Professional Development*, for our purposes, is an essential first step in designing the local education association IPD structure.

1. *Includes all district activities* which relate directly to the following professional tasks:
   a. Evaluate and select methods of instruction.
   b. Evaluate and select materials of instruction.
   c. Evaluate and select patterns of organization for instruction.
   d. Assess and evaluate current instructional programs.
   e. Provide inservice education.
   f. Make preliminary judgment and later evaluate innovative and experimental programs.
2. Is a continuous ongoing process and requires constant reassessment and reevaluation of current issues and trends.
3. Requires that the local education association establish instructional priorities.

FUNCTION OF IPD STRUCTURE

1. Review, assess, and make recommendations to the local education association concerning:
   a. Instructional programs, materials, organization for instruction.

(Adapted from the Pennsylvania Education Association)

b. Inservice training.

c. Instructional needs as expressed by district membership.

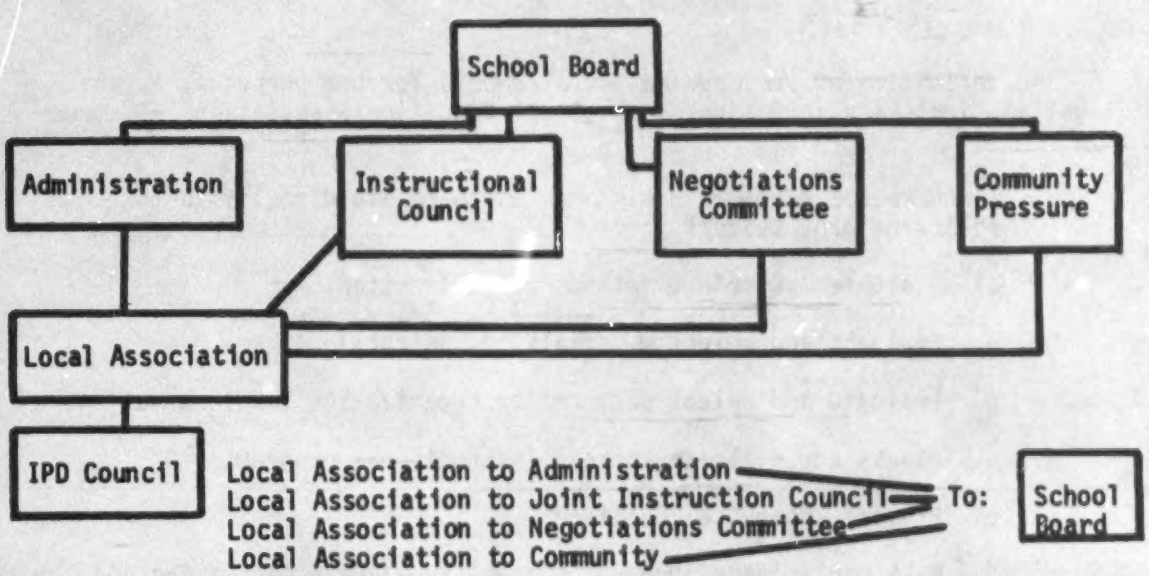
d. Long-range and immediate goals in the area of instruction, established by the school board.

2. Communicate, explain, and support recommendations made by the local education association to the school board.

3. Establish interface with state and national associations' instructional development component to gather information and materials relevant to local association needs.

4. Establish and direct means of accomplishing tasks related to above functions.

CHART I



(Internal PR - External PR - Program Development - Organizing - Grievances/ Negotiations)

RESPONSIBILITIES OF IPD STRUCTURE

1. Report periodically to association membership on items concerning IPD structure, priorities, activities, and problems.

2. Give due consideration to all requests from members of the association and report to the submitting group concerning the processing of the request.

3. Shall invite internal and external personnel who have responsibility for the area of instruction under consideration to the IPD sessions for informational and advisory purposes.

4. Shall establish procedures for annual evaluation of the performance of the IPD structure and dissemination of the results to the total membership of the local education association.

AUTHORITY OF IPD STRUCTURE

1. Shall request a reasonable number of meetings of all or part of the membership of the local association to communicate, explain, discuss, or obtain feedback on instructional matters.

2. Shall request information from individuals or organizations on instructional matters to facilitate IPD deliberations and activities.

3. Shall request membership to respond to surveys, polls, questionnaires or referendum related to instructional matters.

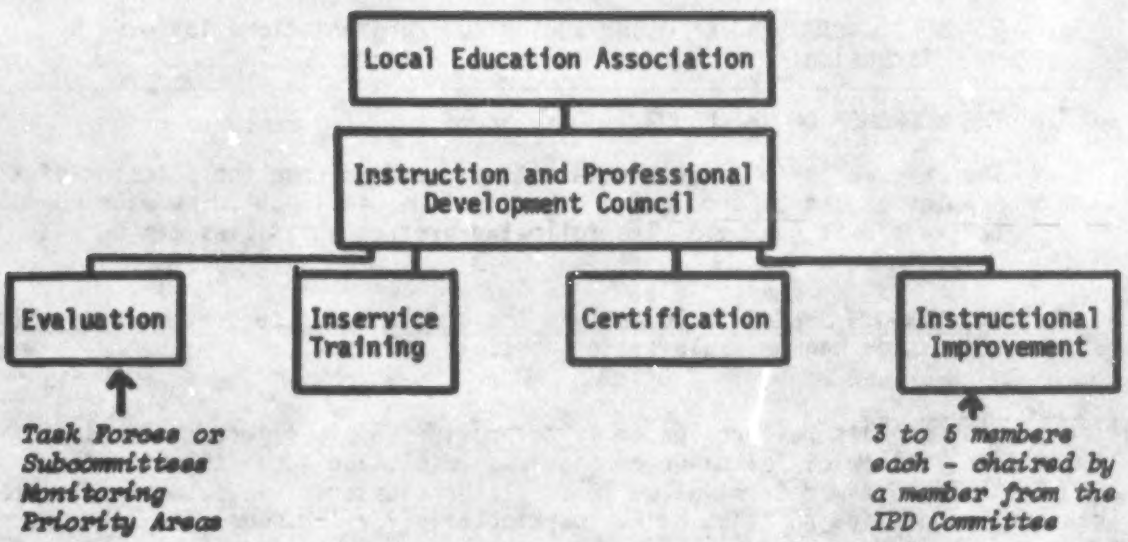
4. Shall distribute informational materials related to instructional activities of the district.

5. Shall establish task forces and subcommittees for the purpose of accomplishing the tasks related to the basic functions of the IPD structure.

6. Shall recommend actions to be taken to the local association.

7. Shall submit a yearly operating budget to the local association, including objectives and detailed action plans.

CHART II


Local Education Association
Instruction and Professional Development Council
Evaluation
Inservice Training
Certification
Instructional Improvement
Task Forces or Subcommittees Monitoring Priority Areas
3 to 5 members each - chaired by a member from the IPD Committee

(Adapted from the New Jersey Education Association.)

SOME SUGGESTED IPD ACTIVITIES[1]

(AN IPD RESOURCE PAPER)

PART I PROGRAM FORMATS

A. THE MEETING

The *purpose* is to present new ideas and trends in instruction to the total membership and to meet the *needs* of special interest groups. The following program activities can be helpful:

1. *DEBATE:* Exploration of both sides of a controversial issue in instruction. Participants could be members of the Association from different locals, buildings, or disciplines. (Variation: students and/or community with carefully understood *ground rules*.)

2. *SYMPOSIUM:* Four or five members of the Association present *papers* on different aspects of a problem. Discussion follows under a *moderator* utilizing ground rules.

3. *PANEL DISCUSSION:* Several members engage in "conversation" about an issue. This *avoids* set speeches.

4. *SKITS, SIMULATION, AND ROLE-PLAY:* These can be used effectively to open up issues and problems for audience participation in small meetings.

5. *SPEAKER:* Preferably an "authority" in a specific field whose talk will open up new areas for consideration. (Group involvement or "hands-on" experiences seem to leave lasting impressions.)

6. *MULTI-MEDIA* and/or other audiovisual presentations followed by discussion.[2]

B. THE WORKSHOP OR SKILLSHOP

The *purpose* is to focus the talents of *members* upon the solution of a problem or set of problems. (This includes skill-building with consultative aid as *needed*.) The following program activities can be helpful:

1. *KEYNOTE SPEAKER:* To analyze the problems and suggest ways by which issues can be explored for possible solutions.

---

1 The purpose of this resource paper is to provide sample program formats, activities, follow-on/follow-up procedures, resolution subjects, etc. for IPD Council program determination in locals or clusters. These materials are designed to provide an "idea bank," particularly for IPD Council chairpersons.

2 Please add other ideas as generated by you or members of your Association.

2. *ROUNDTABLE DISCUSSIONS:* Members are seated in groups of ten with a leader and a recorder. They discuss a previously defined problem in *depth* for one or more *two-hour* periods and attempt to reach a consensus for a formal report. There should be opportunity for feedback: groups to speakers to groups.[3]

3. *CONSULTANT PRESENTATIONS: Short* talks (lecturettes) by experts in various fields feed information or points of view into the discussion.

4. *BUZZ SESSIONS:* Informal groups, each choosing its own leader, briefly discuss questions posed by the discussion leader or "floor manager."

5. *ROLE-PLAYING/SIMULATION:* Participants act out a situation to increase their understanding of it and to seek solutions to the problems it presents.

C. CURRICULUM STUDY GROUPS

The *purpose* is to explore *intensively* specific areas of the curriculum, developing recommendations for *improvement*. The following program activities may prove helpful:

1. Exploration of *needs* (needs assessment).

2. *Continuing* committee activity in specific areas.

3. Presentation and discussion of recommendations.

4. Follow-through to insure that accepted recommendations become a part of practice in the school district.

D. EXHIBITIONS

The purpose is to acquaint teachers with new materials and teaching tools. The following program activities may prove to be helpful:

1. *Arrange* with textbook publisher for a display of new publications in one or more fields. Arrange them attractively in a place where teachers may browse. (Locals should keep in mind Association positions on the treatment of minorities and women in textbook materials.)

2. *Display* programmed learning materials so that "visitors" have an opportunity to experiment with them.

3. *Demonstrate* new learning devices recently installed in schools such as the language laboratory.

4. *Arrange* for skilled teachers to demonstrate their use of teaching

3 *Feedback* is descriptive.

aids, including books. This would be particularly helpful if these teachers are skilled in developing their own devices.

5. *Arrange* for "master teachers" to demonstrate their teaching procedures. (Videotapes can be developed for "back-home" use.)

E. INSERVICE OR PROFESSIONAL GROWTH PROGRAMS

The *purpose* is to bring new knowledge into the Association and the school system. The following program activities may prove to be helpful:

1. *Assess* and/or *explore* needs for organized course work.

2. *Arrange* for extension courses to meet *needs*. Be definite in stating needs to colleges and universities and *do not* accept substitutes. For example, if members want a course in linguistics, don't offer one in child growth just because it is available! Try to select the most expert instructors available for these courses. If possible, instructors with teaching experience in the public schools should be given strong consideration.

3. *Identify* academic specialists in the fields in which teachers have expressed interest. Arrange with individual teachers to do graduate work with these specialists in summer sessions or on sabbatical leaves and to feed back ideas to the Association. In a carefully developed program of this type, where opportunities are shared as widely as possible, it should be possible to negotiate financial support from the school district.

4. *Explore* the notion of a local Teacher's Institute - continuing professional growth for teachers - taught by teachers.

F. SWAP SESSIONS

The *purpose* is to exchange ideas and techniques. The following program activities could be helpful:

1. Early in the school year *each Association member* who has attended a summer session *contributes* at least one stimulating idea gained from his/her academic experience.

2. *Reports* on professional reading: Association members exchange instructional ideas gained from current reading. This may be informal or organized into a voluntary reading program.

3. *Analysis* of case studies of students developed with all the pertinent information but with identities concealed.

4. Problem-solving clinics for *all* teachers who can meet in small groups. These should be learning experiences, not merely "sob sessions." (Contact Intergroup Relations resource persons for help in this area.)

G. FIELD TRIPS

The *purpose* is to acquaint teachers with the instructional resources of the community. The following program activities may prove to be helpful:

1. As a part of the Association's contribution to developmental professional growth in the school district, particularly for new staff members, set up *tours* of historical, sociological, economic, and political points of interest in the community. (Locals within *regions* may wish to develop collaborative programs or projects.)

2. *Arrange* with the Chamber of Commerce for an "Education-Business-Industry Day."

3. *Appoint* a special task force to talk with industrialists and businessmen and women on:

   a. "What are the instructional *needs* of our firms?"

   b. "What instructional resources do our firms have to offer to the schools?"

4. *Arrange* a bus tour to educational points of interest in Pennsylvania. Explore with your IU inservice council or local college to see if credit can be arranged, too.

H. PREPARATION OF MATERIALS

The *purpose* is to create for teacher use materials that might not otherwise be available. These materials will often be concerned with the local community or certain aspects of the state but may also be important in other curriculum areas. The following program activities may prove to be helpful:

1. Establish a materials center.

2. Determine what materials are needed which are not available by purchase or loan.

3. Develop or identify location of a library file on local history.

4. Write and duplicate a test on local history.

5. Compile data on local industries, businesses, prisons, hospitals, social agencies, etc.

6. Compile lists of purposeful field experiences.

7. Develop a file of local resource persons.

8. Develop a file on local government.

9. Develop a file on local and state visuals.

I. RESEARCH

The *purpose* is to develop teaching by controlled study and analysis of sharply defined problems. The following may be helpful program activities:

1. Developing agreement on a problem. (Define the problem and write a problem statement.)

2. Assignment of a research committee.

3. Development and execution of research.

4. Application of results.

SPECIAL NOTE: This activity should be undertaken only when it is meaningful to a considerable number of teachers, when it can be conducted professionally, when the procedure can be more than a mere exercise in statistical manipulation, and when the results can be applied to the teaching problem from which the project arose. Further, it can be of significant value as an image-creator for the Association and as a way of developing relationships with higher education staff members.

J. NEGOTIATION

The purpose is to use the professional negotiations process as a way to work toward instructional improvement. The following program activities may be helpful:

1. Identify the local association committee on improvement of instruction through the local IPD Council.

2. Provide an opportunity for building or faculty representatives to call meetings to discuss issues and needs that teachers see in this area. (Skillshops should be held to provide professional growth leadership for representatives.)

3. Urge the local IPD Council to assemble identified needs collected by faculty representatives and funnel them to the negotiations committee for possible development into the negotiations package.

PART II A SHOPPING LIST FOR POSSIBLE IPD ACTIVITIES IN A LOCAL ASSOCIATION

___ 1. Instructional Program Evaluation
___ 2. In-class Research
___ 3. Instructional Skillshops, Workshops, and Conferences
___ 4. Credit Skillshops, Workshops, or Conferences
___ 5. Write and Publish Classroom Techniques
___ 6. Inservice Education Utilizing Intergroup Relations
___ 7. Instructional Media Center
___ 8. Exhibit - A Teacher Fair
___ 9. Creative Teaching by Book
___ 10. Improvement of Instruction Through Self-evaluation
___ 11. Micro-teaching
___ 12. Innovation - A Camp-out
___ 13. Mini-grants (PSEA Innovative Teaching Awards)
___ 14. Curriculum Development
___ 15. Instructional Visitation
___ 16. Self and Student Evaluation
___ 17. Research Grant and Aid
___ 18. Teacher Exchange Program
___ 19. Internships
___ 20. Needs Assessment for Inservice - Personal and Professional Growth
___ 21. Needs Assessment for Resources
___ 22. Teacher Certification and Teacher Assignment Standards
___ 23. Local Association "Teacher Institute" for Substitutes and Teacher Aides
___ 24. Professional Governance Leadership Development
___ 25. Teacher Evaluation Systems - Research and Development Techniques
___ 26. Teacher Supply and Demand - Intermediate and Long Term
___ 27. Orientation Program Design and Development
___ 28. Skill-building for School District *Instructional Council* Service
___ 29. Professional Development Advisor Skills Development for Service to Negotiation Teams
___ 30. Post-professional Service to the Local Association

PART III. NEEDS ASSESSMENT SURVEYS

The OEA & NEA IPD Divisions have prepared 6 needs assessment surveys. These instruments are designed to gather data to identify particular problem areas within a school system and to establish association priorities for inservice programs and curriculum negotiations.

- Inservice and professional development is a 20 item survey identifying individual inservice and professional growth needs, association involvement and attitudes towards curriculum changes.

- Instructional adequacies is a 27 question survey measuring the availability of materials and personnel, student behavior and attitudes, and local staff evaluation procedures.

- Teacher attitudes is a 25 item survey which gathers data on staff morale, principal-teacher relations and attitudes of the parents and community towards school.

- Instructional Needs Assessment (INA) is a 60 item survey which gathers data on 14 instructional topics. Data is reported on two levels -- the current level of support and the desired level as viewed by the staff. Thus the discrepancy between the "What Is" and "What Should Be" allows the association to establish its instructional priorities.

- Staff satisfaction survey is an 85 question form which measures attitudes on 21 working condition topics, including: staff relations, instructional support, economic benefits, and pupil attitudes.

- School District evaluation includes 9 chapters on which the local association should gather data and supportive material for its own use and study of a local school system. This document is not a staff survey, as are those described above, but will require extensive committee efforts to gather material to re-examine curricula decisions, school district policies, administrative organization, etc. All of the data gathered with this document is maintained by the local association for use by the appropriate committees and leadership.

PART IV WORKSHOP FORMATS

1. THE IPD ACTION LAB - EVENING/ALL DAY SESSION

Evening

7:00 - 8:00 p.m.	Registration - Motel Room Assignment
8:00 p.m.	Welcome and Orientation
8:30 p.m.	Association's Role in Improvement of Instruction
9:15 p.m.	Preparation of Problem-Solving Statement (Work in Teams)
10:15 p.m.	Staff Meeting

All Day

8:00 a.m.	Breakfast
8:30 a.m.	Modification of Problem Statement Force-Field Analysis of Problem Data-gathering Generating Action Alternatives Identifying Resources/Brainstorming
12:00 noon	Lunch
1:00 p.m.	Planning Action and Developing an Implementation Schedule
2:30 p.m.	Sharing Action Plans
3:00 p.m.	Evaluation
3:30 p.m.	Staff Meeting

2. THE SWAP-SHOP FOR TEACHERS

Everybody does something better than anybody else. What is your favorite teaching technique? What trick have you developed or discovered for handling a difficult classroom problem?

It may be a technique in teaching reading or math or spelling.

It may be a grouping or grading technique that works for you.

It may be a helpful hint for maintaining discipline - or a way of making learning personal - or enriching the curriculum - or helping kids like school.

Are you willing to share your teaching secret in the Teacher Swap-Shop? Four elementary and four secondary teachers from each school can be recruited for input in these group sessions.

Directions are simple:

- Tell your favorite teaching technique in five minutes or less.
- You may use the chalkboard or newsprint to demonstrate.
- You may prepare handouts for twenty other teachers.
- You may think of a novel way to present your technique.

Help make teaching better in other classrooms by contributing to the Teacher Swap-Shop - a small group meeting in the local association's IPD Council.

PART V. INFORMATIONAL SERVICES AVAILABLE

- **THE OEA HAS AN ERIC MICROFICHE COLLECTION**

  Educational curriculum and research materials are now available to assist you in your classroom and school district committee responsibilities. Any educator, anywhere, can benefit from the result of millions of dollars spent in the United States on educational research and development and program improvement. ERIC, the Educational Resources Information Center, a program designed and supported by the U.S. Office of Education, provides a comprehensive and systematic link between researchers and users. ERIC can be your guide for locating educational reports that you may want on a specific topic from the thousands released on microfiche each month. ERIC helps you by organizing current, significant information into an instant, ready-to-use microfiche library. The Ohio Education Association - Instruction and Professional Development Division maintains a complete collection of ERIC microfiche from January, 1970 (ED 031 605) to the current month.

- **HOW CAN I USE ERIC?**

  The first step is to find your key words -- descriptors or subject index terms -- in ERIC's vocabulary. Over 6,800 such terms are included in the "Thesaurus of ERIC Descriptors". Use the "Thesaurus" to select additional descriptors to guide your search.

- **AFTER I FIND MY DESCRIPTOR, THEN WHAT?**

  In the Resume Section the ED numbers are listed in numerical order, with a brief abstract of each title. After finding your number you will find that all needed information has been included in the abstract, including: title, author, date published, where document may be obtained, number of pages, etc. If the document appears to be just what you are looking for, jot down the ED number. Please note: In the event you select a title that is not available on microfiche, all ordering information will appear in the Resume section.

- **OK, I'VE FOUND THE TITLES I WANT**

  After determining which of the ED numbers meet your needs you can request microfiche through the OEA UniServ office. The entire microfiche collection from 1970 to the present is kept on file at the OEA Educational Center in Columbus. The ED numbers requested are reproduced in microfiche form and sent to the UniServ office. When the microfiche arrives in the UniServ office, the staff will call you to inform you that it has arrived in the office and will make the necessary arrangements for you to view the information on the special reader. The microfiche then remains in that office where it is kept on file for future use.

  Then, using your descriptors, consult the monthly indexing journal for ERIC, *Research In Education* (RIE). Copies of the monthly issues of *Research In Education* are located in most local public libraries and in each OEA UniServ office. Check the subject index of each monthly issue of *Research In Education*, using the subject descriptors from the Thesaurus. Each ED number listed in the Subject Index is abstracted in the Document Resume section.

A SUMMARY OF THE STATEWIDE IPD PROGRAMS

AND PARTICIPANTS SERVED DURING THE 1975-76 SCHOOL YEAR

CONFERENCES AND SEMINARS:

All Ohio Guidance Conference

Twenty-Fourth Annual Conference on Instruction

First - IPD Seminar:

- Teacher Evaluation Concerns
- Critical Reading Programs
- Environmental Curriculum

Second - IPD Seminar:

- Classroom Management
- Humanizing Education
- Collective Bargaining for Curriculum Development

Eighth Annual PR&R Conference

Arts In Your Classroom Conference

TMR Conference (for Teachers of the Trainable Mentally Retarded)

MIP Programs (Minority Involvement Program)

Annual TEPS Fall Conference

Human Relations Fall Conference

Desegregation Inservice Cadre Training NEA Funding (2)

Affirmative Action - HR Conference

Spring Human Relations Conference

Leadership Cadre Training Program

Leadership "ADVOCATE ORGANIZING" Program - NEA Funding

LEAD Conference (Leadership Evolvement and Development Program)

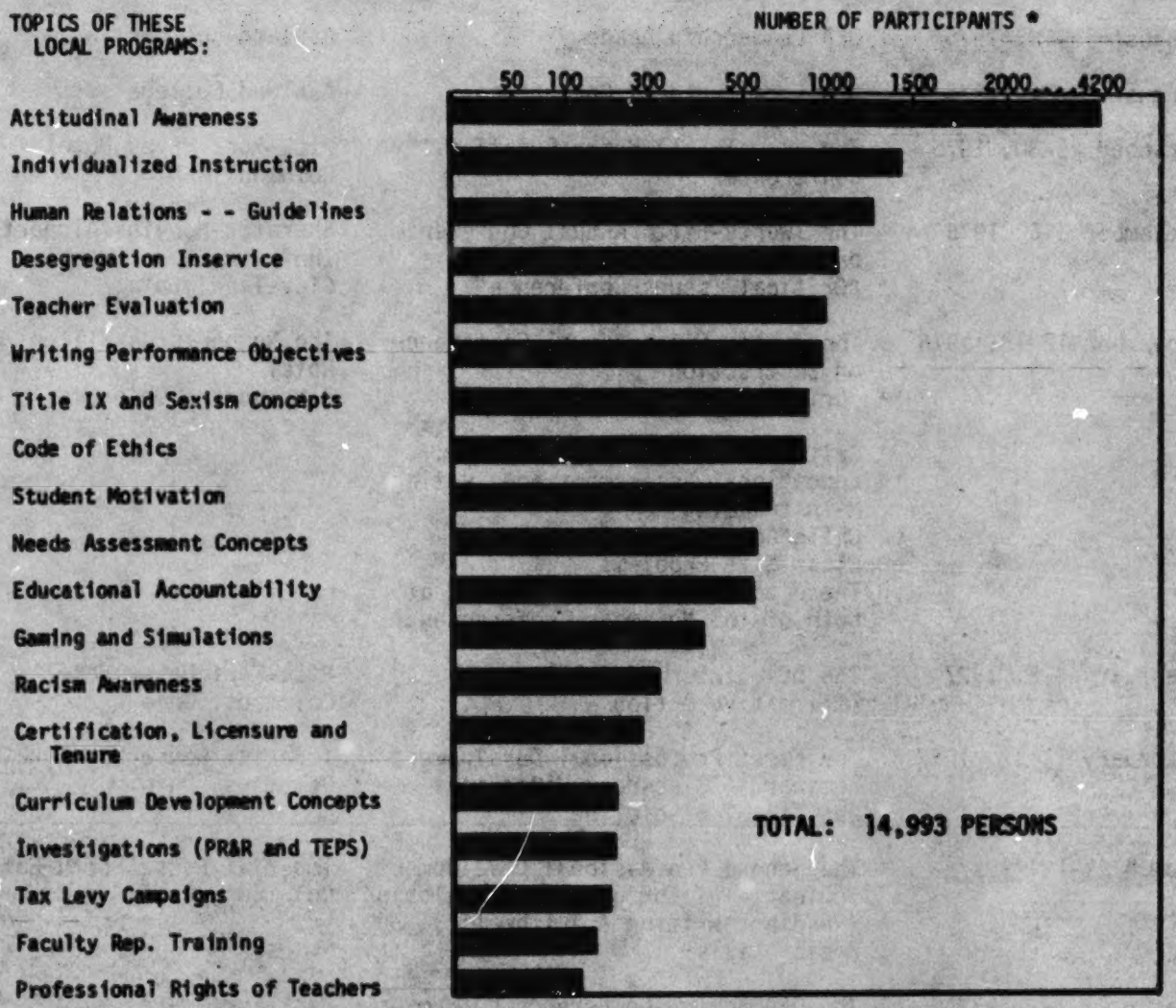
Spring Administrators Conference

TOTAL NUMBER OF PARTICIPANTS----------3,755

TOTAL INCOME RECEIVED FROM THESE PROGRAMS----------$82,900.00

A SUMMARY OF LOCAL INSERVICE PROGRAMS

CONDUCTED BY THE IPD STAFF DURING THE 1975-76 SCHOOL YEAR



NOTE: * This is in addition to the persons who attended the IPD statewide conferences and seminars.

The IPD Staff traveled 55,635 miles and participated in over 230 local inservice meetings during the 1975-76 school year.

The IPD Staff processed 60 "NEEDS ASSESSMENT SURVEYS" during the 1975-76 school year.

THE FIVE-STAR AWARDS CONFERENCES
COORDINATED BY THE IPD DIVISION
FOR 1976-1977

DATE:	CONFERENCE:	LOCATION:
August 15-18, 1976	OEA Leadership Academy	Ashland College
August 19-21, 1976	OEA Local Leaders Conference	Ashland College
October 29-30, 1976	The Annual Fall Human Relations Conference	Pick-Fort Hayes Hotel Columbus, Ohio
November 5-6, 1976	The Twenty-Fifth Annual Conference on Instruction * "Critical Issues Conference"	Sheraton-Hopkins Airport Inn Cleveland, Ohio
November 12-13, 1976	The Twenty-Fifth Annual Conference on Instruction * "Critical Issues Conference"	The Netherlands Hilton Hotel Cincinnati, Ohio
	* Critical Issues Topics Include: Educational Assessment and Testing Mainstreaming Child Abuse Class Size Problems These topics will be discussed at both of the November Conferences.	
February 4-5, 1977	The OEA Winter Conference on Affirmative Action	Pick-Fort Hayes Hotel Columbus, Ohio
February 11-12, 1977	The First Professional Development Seminar - "Classroom Management and School Discipline"	Imperial House North Hotel Columbus, Ohio
March 11-12, 1977	The Second Professional Development Seminar - "Techniques for Developing (Reading, Writing & Arithmetic) Basic Skills"	Imperial House North Hotel Columbus, Ohio
March 18-19, 1977	The OEA Spring Conference on Human Relations	Pick-Fort Hayes Hotel Columbus, Ohio
March 19, 1977	The OEA Educational Fair	Otterbein College Westerville, Ohio
April 1-2, 1977	The OEA Arts in Your Classroom Conference	Columbus, Ohio
April 22-23, 1977	The Third Professional Development Seminar - "Diagnosing Teaching Strategies for the Gifted or Able Students"	Imperial House North Hotel Columbus, Ohio

THE ANNUAL MEETING OF OEA
DEPARTMENTS AND ASSOCIATE ORGANIZATIONS
FOR 1976-1977

DATE	CONFERENCE	LOCATION
September 23-24, 1976	Ohio School Counselors Association	Columbus
October 7-9, 1976	Ohio Vocational Association	Columbus
October 14-16, 1976	Ohio Association of School Librarians	Cleveland
November 11-13, 1976	Ohio Art Education Association	Dayton
December 2-4, 1976	Ohio Association for Health, Physical Education and Recreation	Cincinnati
February 3-5, 1977	Ohio Music Education Association	Cleveland
February 26-27, 1977	Ohio Association of Elementary, Kindergarten and Nursery Educators	Columbus
March 10-12, 1977	Ohio Industrial Arts Association	Columbus
April 14-16, 1977	Ohio Modern Language Teachers Association	Columbus
April 20-23, 1977	Ohio Council of Teachers of Mathematics	Cincinnati
May 6-7, 1977	Ohio Council for the Social Studies	Columbus

ORGANIZATIONAL ABBREVIATIONS AND ACRONYMS

AAA	American Arbitration Association
AASA	American Association of School Administrators
ACEI	Association for Childhood Education International
AEW	American Education Week
AFSCME	American Federation of State, County, and Municipal Employees
AGO	Attorney General's Opinion
BASA	Buckeye Association of School Administrators
CAPE	Coalition of American Public Employees
COD	Council of Departments
COTA	Central Ohio Teachers Association
DHE	Division of Higher Education
DLAMC	Doris L. Allen Minority Caucus
DPPF	Disadvantaged Pupil Program Fund
DSA	Division of School Administrators
DTES	Division of Teacher Education Students
ECOEA	East Central Ohio Education Association
EEOC	Equal Employment Opportunity Commission
EKNE	Elementary Kindergarten Nursery Educators
EOTA	Eastern Ohio Teachers Association
EPAC	Educators Political Action Committee
ESEA	Elementary and Secondary Education Act
GAA	Girls Athletic Association
IPD	Instruction and Professional Development
JVSD	Joint Vocational School District
NCATE	National Council for Accreditation of Teacher Education
NCOEA	North Central Ohio Education Association
NCSEA	National Council of State Education Associations
NDEA	National Defense and Education Act
NEA	National Education Association
NEAPAC	NEA Political Action Committee
NEOTA	Northeastern Ohio Teachers Association
NSPRA	National School Public Relations Association
NWOEA	Northwestern Ohio Education Association
OAAE	Ohio Association for Adult Educators
OACE	Ohio Association for Childhood Education
OAEA	Ohio Art Education Association
OAG	Ohio Attorney General
OAHE	Ohio Association for Higher Education
OAPSAE	Ohio Association of Public School Adult Education
OAPSE	Ohio Association of Public School Employees
OASCD	Ohio Association for Supervision and Curriculum Development
OAHPER	Ohio Association for Health, Physical Education and Recreation
OALSS	Ohio Association of Local School Superintendents
OASL	Ohio Association of School Librarians
OASN	Ohio Association of School Nurses
OATE	Ohio Association of Teacher Educators
OBTA	Ohio Business Teachers Association

OCA	Ohio College Association
OCE	Ohio Council for Education
OCSA	Ohio County Superintendents Association
OCSS	Ohio Council for the Social Studies
OCTM	Ohio Council of Teachers of Mathematics
OCPT	Ohio Congress of Parents and Teachers
OCUEA	Ohio Council of Urban Education Association
ODCT	Ohio Division of Classroom Teachers
ODSEA	Ohio Driver and Safety Education Association
OEA	Ohio Education Association
OEO	Office of Economic Opportunity
OHSADA	Ohio High School Athletic Directors Association
OIAA	Ohio Industrial Arts Association
OMEA	Ohio Music Educators Association
OMLTA	Ohio Modern Language Teachers Association
ORC	Ohio Revised Code
ORTF	Ohio Retired Teachers Foundation
OSBA	Ohio School Boards Association
OSCA	Ohio School Counselors Association
OSEA	Ohio Science Education Association
OSSA	Ohio School Supervisors Association
OVA	Ohio Vocational Association
PN	Professional Negotiations
PR	Public Relations
PR&R	Professional Rights and Responsibilities
SAE	Student Action for Education (formerly FTA)
SCAO	Speech Communication Association of Ohio
SEOEA	Southeastern Ohio Education Association
SERS	School Employees Retirement System
STRS	State Teachers Retirement System
SWOEA	Southwestern Ohio Education Association
TEPS	Teacher Education and Professional Standards
WC	Womens Caucus
WCOTP	World Confederation of Organizations of the Teaching Profession
WOEA	Western Ohio Education Association